DOCUMENT RESUME

ED 365 756 UD 029 651

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TITLE	Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions.
REPORT NO	ISBN-1-55542-745-6; ISSN-0271-0633
PUB DATE	92
NOTE	152p.; Individual articles in this serial have been separately analyzed as EJ 457 704 through EJ 457 713.
AVAILABLE FROM	Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 (single copy, $14.95 prepaid; subscription: $45 individuals, $60 institutions, agencies, and libraries).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	New Directions for Teaching and Learning; n52 Win 1992
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Classroom Environment; College Administration; College Faculty; *College Instruction; Community Colleges; Core Curriculum; *Cultural Pluralism; Curriculum Development; *Educational Change; Faculty Development; Minority Groups; *Multicultural Education; Postsecondary Education; Public Colleges; Racial Bias; Racial Identification; Undergraduate Study; Writing Instruction
IDENTIFIERS	*Diversity (Groups); Identity Formation

ABSTRACT

This journal presents a collection a essays that offer several new perspectives on teaching practice; give descriptive and narrative accounts of curricular and teaching innovations; and discusses a range of shared learnings obtained from public university, community college, and private college multicultural change processes. Chapters and their authors are as follows: (1) "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action" (Linda S. Marchesani and Maurianne Adams); (2) "Racial Identity Development: Understanding Racial Dynamics in College Classrooms and on Campus" (Rita Hardiman and Bailey W. Jackson); (3) "Bias Issues in the Classroom: Encounters with the Teaching Self" (Gerald Weinstein and Kathy Obear); (4) "International and Multicultural Education: Unrelated Adversaries or Successful Partners?" (June Noronha); (5) "Cultural Pluralism and Core Curricula" (Betty Schmitz); (6) "Diversity in Required Writing Courses" (Marcia S. Curtis and Anne J. Herrington); (7) "Curricular Innovations: Social Diversity as Course Content" (Maurianne Adams and Linda S. Marchesani); (8) "Monoculturalism to Multiculturalism: Lessons from Three Public Universities" (John A. Hunt, Lee Anne Bell, William Wei, and Grant Ingle); (9) "Community College Contexts for Diversity: Miami-Dade Community College and Joliet Junior College" (Mardee S. Jenrette and J. Q. Adams); and (10) "Institutional Transformation for Multicultural Education: Bloomfield College and St. Norbert College" (Martha J. LaBare and Stuart G. Lang). (GLR)